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ABSTRACT

A collection of 134 practical teaching tips and strategies is offered with the objective of presenting practical innovative ideas, primarily for elementary school teachers. The suggestions are contributed by veteran teachers who were asked to report a practice they successfully used in a classroom or school setting. Subjects range across most aspects of classroom and school experiences. (DS)

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PROVEN PRACTICES IN EDUCATION

University of Northern Colorado
Greeley, Colorado

1978

Gaylord D. Morrison, Editor

The brief reports of classroom and school experiences, which follow are true stories written by UNC students, many of whom have had several years experience as teachers or administrators. Many Denver teachers of the Lake/Mann, Lake II, DXD and DXD-2 degree programs have contributed to this publication. Articles have also been selected from the five previous editions of Proven Practice, which were published in 1964, 1970, 1972, 1975, and 1976.

These contributors were asked to report a practice which they, or a colleague, had used and had found it to prove useful in a classroom or other school setting. It is our sincere hope that this book may reveal practical innovations to its readers. May each of you who contributed rejoice in the sharing of your successes. Henry Adams has stated: "A teacher effects eternity; he can never tell where his influence stops." You have lit a candle.

G. D. Morrison
Professor of Education
University of Northern Colorado

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*"...let's all thank Tommy Wilson for sharing his pet and let him take it back home!"*

## 1. "FLASH" TO LUNCH

An idea I have found to be helpful with first graders waiting in line for lunch is to have them line up all ready to go and then use flash cards (either words or number facts) as their lunch tickets. As I go down the line to each child they give their response to the card. If they are correct they get the flash card for their ticket. Each child must present his ticket to me as he passes in order to go to lunch. I make it possible for each child to get a "ticket" by selecting cards the children can handle with their own individual knowledge. This prevents any undue strain, and the children enjoy the game. Also, I have found that this method motivates some children to use skills that they don't always apply in reading or math. It helps to keep the waiting line quieter, too.

Barbara Brown

## 2. ADD 'EM ADAM

Here is a little trick that I have used quite successfully to get poorer students to practice their computational skills. Tell your class that if they will write any four four-digit numbers, you can write four more four-digit numbers such that the sum of the eight numbers is 39,996. Announce that you will write these numbers in less than a minute. Here's how you do it:

1. Permit your class to write their four numbers. (Let's say they write four numbers as indicated at the right.)

2. Leave space for your four numbers. Draw a line as you would for any addition problem. Now write in the number you have indicated (39,996).

3. For each number that the class has written, you must write a corresponding number such that the sum of the corresponding digits is nine. (Your number that would correspond to the 3785 will be 6214; your number that would correspond to the 7453 will be 2546; your number that would correspond to the 6591 will be 3408; your number that would correspond to the 5023 will be 4976.)

4. You need not add the eight numbers; the sum will be 39,996. Let your class do the adding to check your work.

```
 3785
 7453
 6591
 5023
 ....
 ....
 ....
 ....
39,996
```

David Krauser

### 3. LEARN BY DOING

This is a realistic advertising project which encompasses salesmanship, advertising, management, business speech and public relations. Recommended procedure: (1) Consult local newspaper to arrange a publication schedule and space cost. (Buy at 75c and sell at $1.00 per column inch.) (2) Sell the project to the Chamber of Commerce. (3) Assign each student several businesses. (4) Instruct students to explain the project to businessmen, sell advertising, make layouts, secure approvals, hand in layouts and collect fees. (5) Teacher must keep records of student contacts, sales, layout approvals, publications and the money collected.

The project gives students the experience of meeting businessmen, selling a service, making real layouts and money collections. This is a good management experience.

David E. Dewey

### 4. MATHEMATICS LABORATORY

The laboratory approach to teaching math has proven beneficial for many slow-achievers at Cole Junior High School. This approach utilizes manipulative materials and individualized instruction to present a concrete learning experience for students who are having difficulty with math. The lab is equipped with calculators, adding machines, tape recorders, and other teacher aid materials.

Joseph N. Langley

Safety Note: Watch out for school children--
Especially if they are driving cars!
- Henry Trysla

## 5. LAB PERIOD

A junior high school with a traditional schedule limits the number of different activities and kinds of activities which our faculty felt must be done to improve the quality of education. After observing many other schools we finally found a schedule which both faculty and students enjoy. One such new addition to our schedule is the daily "lab period" which follows the regular six classes. The lab period is used for: remedial work, individual instruction, enrichment activities, make-up work, workshops, and mini-courses. Students are free to attend any lab or, if they haven't been requested by a teacher, they may leave. After being under this schedule for a year, we have seen some surprising results. The student-teacher relationships have improved due to the intimacy which the lab can offer. Make-up work is no longer the problem it was. A relaxed atmosphere can be felt by the teachers and by the students. The "lab period" has been a great benefit to our school.

L. Joanne White

## 6. STUDENTS BECOME AUTHORS

When studying fables, poems, or other types of English compositions, most teachers find it valuable to have their students compose a writing of their own. Recently, on the elementary level, one classroom teacher had his students write and illustrate a fable. The class took pride in their project, carefully rewriting their fables and improving upon their illustrations until it met the approval of all. The pages were then laminated and sent to a book binder who put a hardback cover on their creation for about $10.00. Class donations were taken and the school also

contributed to the project. At the final assembly the 5th grade class made their presentation to the school library so others could enjoy their fables also. (When looking for a book binder, begin with print shops or private individuals in the telephone book.)

Lynn Lauterbach

## 7. INFERENCES

One of my favorite exercises that I use with my eighth grade Nebraska history classes each year is also enjoyed greatly by the students. It is used as an introduction to myself and to the subject. The purpose of the exercise is to give the student an opportunity to think for himself, hypothesize, and finally to draw his own conclusions.

I start by passing out a picture of the Nebraska State Seal and asking the students to study it. After a few minutes I ask them to imagine that they were persons coming to the United States for the first time and they had no knowledge of Nebraska. Then only from information derived from the state seal they are to describe what they would expect Nebraska to be like. Most of them can come up with from between fifteen and twenty accurate observations. The students are amazed at how much a stranger could tell about their state's history and their state today by looking at such a small piece of information.

Harvey W. Birky

It would not be such a problem to raise lambs if the rams would behave themselves.

## 8. STUDENT DISCIPLINE BOARD

One of the most effective methods, that I have seen, to control and improve severe discipline problems on the junior and senior high school level is the student discipline board.

Student-body officers (student council) serve as a review board for student discipline problems. Teachers having severe discipline problems refer the student to the board. The student must appear before the board or lose school activity privileges. At the board meeting, school pride and spirit are stressed by the problem student's peers. Also, he is questioned extensively about his actions and personal values, etc.

Extremely effective! Those called before the board are very reluctant to appear the second time. Word gets around and it works.

Dick Pearson

## 9. A POSITIVE NOTE

I have tried to make a policy of calling or otherwise notifying the parents of students who are doing very well and those who are showing improvement. At the end of the year I write a letter to the parents of exceptional children. I do this because I feel that, too often, the only contact a parent has with the school is negative. A child who consistently does well and one who tries to improve needs acknowledgement.

Sue Mankoff

He who throws dirt - loses ground.

## 10. A DIFFERENT RELATIONSHIP

When reflecting back to my teaching career one of the neatest memories I have was my involvement with students outside of the school environment. I first asked my 9th grade low track class if any student (male) would like to spend the night at my home with my family and me. For awhile I had no "takers;" then finally one of the students agreed. What an education for both of us! I saw him as someone other than a student and a discipline problem. He saw me as someone other than a teacher and disciplinarian. Eventually others requested the same opportunity. Although I was nervous in the beginning, the relationships formed were well worth the effort (not to mention the difference in behavior of these students in the classroom)!

Glenn Moran

## 11. ATTENTION PLEASE

A difficult task when teaching is to get students to be quiet at the beginning of each period, and simply telling the students to be quiet doesn't always work. They are many times too "wound up."

I once had a teacher in high school who took the first few minutes of every period to tell the class a couple of jokes, an interesting story, an article from last night's paper, etc.

I remember that these jokes or stories were very humorous or interesting, and the students all wanted to hear them. This teacher purposely did not speak very loud when he told them either. Therefore, the class would have to be very quiet to hear; in fact, students would tell other students to quit making noise. This seemed to be a very good method to get the class quiet.

12 Brian D. Halla

## 12. CITIZENSHIP UNIT

In the civics classes of the junior high school a unit is devoted to citizenship. As a culminating activity for this unit we gave an alien test to each student. Along with this a citizenship day was proclaimed. On this day each student was given either an alien badge or a citizen badge to wear. Those that don't pass the test, of course, wear the alien badges.

The students at this grade level are highly motivated by this type of activity. We found that the students look forward to this unit and enjoy taking part in the experience.

Dwight York

## 13. HOBBY SHOW

Our hobby show became a much anticipated event. Each year the fifth grade room became a beehive of activity on the great day.

In preparation for the show, stories of hobbies of other people were read. Each student wrote the story of his own hobby which was added to our "Book of Hobbies." (Often a class member would find the hobby report which had been written by an older brother or sister in this book.) Invitations were written to parents and other classes in the building. Time had to be budgeted so that necessary class work plus hobby arrangements might be accomplished. Measuring paper to cover tables was necessary.

A program for the parents who were to view the hobbies in the evening was planned. Hobbies included were music, dancing, baton twirling, as well as some of the hobby stories and group singing.

In addition to being a worthwhile activity in view of creating interesting leisure time projects, reading, language arts, a bit of arithmetic and often social studies were a part of the project.

Frances Kimball

## 14. MOTIVATING MATH

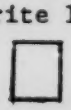
The fifth grade teacher had a boy who had an extreme dislike for arithmetic. After a number of attempts to interest him in math had failed, the teacher discovered that the boy had a keen interest in baseball, football, and basketball. Using this interest, the teacher talked to the boy about his favorite players and asked if he would like to compile certain information about each which could be displayed on a chart. The boy agreed and during baseball season he compiled the batting averages for his five favorite fielders and the earned run average for his five favorite pitchers. During football season he kept statistics on his favorite quarterbacks and running backs. For the quarterbacks he kept records of how many passes were attempted, how many completed, and what percentage of passes were completed. Similar records were kept on the basketball players. An arrangement was made with the coach for the boy to present the figures to the team each Monday during the chalk talk.

For this boy, what had been drudgery became fun, and meanwhile he learned percentage, decimals and ratio. The material dealing with ratio was not learned by the rest of the class until the sixth grade.

Edward Schilling

COMPLAINT FORM

Please write your complaints in the space below. Write legibly.



## 15. COMMUNITY RESOURCES

To make history live, students interviewed long-term residents of the community. Some of these elder citizens can contribute materials and objects that give understanding to historical terminology. Humorous folklore is an unexpected contribution.

Plans for early beginnings of towns, cities, and factories in an area help the student appreciate the present situation. Maps and diagrams take a new meaning when they are drawn to scale of territories known to the students.

Ralph Newmann

Editor's Note: The above mention of "humorous folklore" related to local history recalls an interesting story I heard a few years ago while visiting with an elderly bank president in the Colorado town of Brush. This gentleman was telling about the territorial days of Colorado when Weld County extended all the way from Adams County, only a few miles north of Denver, to the Nebraska border near Julesburg.

In those days there was a county sheriff by the name of Toomey. He had arrested a half-breed Black, by the nickname of "Coony" who had shot a man. That evening a gang of fellows surrounded the jail house in Greeley with the purpose of lynching Coony. Sheriff Toomey told them to get going as the prisoner would have his just day in court. The mob would not listen and were bound to carry on with the lynching. To this Toomey replied: "Well, fellers, there are more of you than there is of me so I'll tell you what I'll do. I will give Coony two six-shooters and a hundred rounds of ammo and let him defend himself."

The mob muttered among themselves a bit and walked away.

## 16. PEER POWER

If the occasion arises when a student is sent out of class for unacceptable behavior, before the student can be readmitted he must make an apology to the class, not the teacher. The class may then vote on readmittance.

Before the class votes, before the apology, and in the absence of the student who is to apologize, the teacher should make it clear that the class must have a valid reason why the student should not be readmitted. Peer power is strong but usually just and fair.

Terrell Sumner

## 17. INDIVIDUAL CARDS

I have minimized a communication problem in individualized science instruction. With the use of a small card file on my desk I can communicate with each student. Each student is given a card at the beginning of class. As I circulate it is hoped that I get to help each one adequately, but they are free to make a note on their card any time. The cards are returned and I go through them daily. From this I may talk to them or make written replies. I notice that my written comments are shorter and more concise than my verbal ones.

Vina Stulp

## 18. SEW SO

I teach junior high home economics. When the girls start to sew, I pair the slower girls with a more experienced one or girls who work faster. When the girls have a question they check first with their partner. This helps both girls of the pair and saves a lot of unnecessary questions and waiting to get questions answered.

Alice Starbuck

## 19. HUMANIZING ROLL CALL

Whenever a teacher can involve himself on a one-to-one basis with his students, the possibilities for improvement in rapport, performance, and learning seem to be enhanced. A problem facing many teachers is that they encounter too many students each day. For example, one teacher might face six sections of 40 students per section. The following is how one physical education teacher attempted to individualize his approach.

At the start of each period his administrative duties included taking roll. Usual procedures were to call r ll alphabetically, or organize into squads with squad leaders reporting, or assign numbers and have the students count off. The instructor to whom this paper refers felt that these were all too impersonal and did not allow him a chance to get to know his students. His procedure was to stand right by the gym door at the start of the period and each student as he entered was to give his name and to say one thing about himself. In this way the instructor could identify the name with the face and learn something about his students.

Jack Swartz

## 20. CITIZENSHIP ELIGIBILITY

At Holyoke Junior High School we have no eligibility rules as far as academic work is concerned. We do, however, expect good citizenship from our athletes. Our coaches have drawn up the following rules of conduct for our athletes. We have found them to be very effective, accepted, and not too harsh.

When an athlete is sent to the office out of a class the first time, the principal talks to him. The second time to the office the athlete is held out of the next game. The third time to the office, the athlete is through for the season. However, the athlete can come out for the next sport and the

Are you contributing to research -
or are you part of the problem?

record is clean.

We feel our athletes are the leaders in our school and the elementary students will mimic their behavior. It is a privilege to be an athlete in our school. We are expanding this rule to cover cheerleaders and student council members also. Some may feel this rule is harsh; we do not, and have been forced to drop but one boy in the past two years.

Jim Gribben

21. THE SOUND OF MUSIC

Students can become intrinsically involved in the process of music when involved in creative exploration and personal discovery. We, as a class, decided to discover why music is basically sound and what creates these sounds. We used the tape recorder to record different sounds that the children "thought of" using objects found in the room--or things brought from home such as a saw, different length nails, and striking them, stretching and plucking of rubber bands, different size bottles with various amounts of liquid in them--then striking them or blowing into them. One child thought of suspending different sized flower pots for tones. They were amazed that the microphone picks up the sound of fingers rubbing on a book or other objects and amplifies it into something unbelievable. We played them at various speeds and found interesting effects. This experimentation led to creating instruments, individually and in small groups. Then they explained the theories behind their instrumental development to the rest of the class. They decided to display the instruments in the hall during parent-teacher conferences so the public could become curious and explore sound as they had done.

Elizabeth Jean Brown

Do not argue with a fool--
Bystanders will not know which is which.

## TEACHING IN 1872

These rules for teachers were posted by a New York City Principal in 1872:

1. Teachers each day will fill lamps, clean chimneys, and trim wicks.

2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.

3. Make your pens carefully. You may whittle nibs to the individual taste of the pupil.

4. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.

5. After ten hours in school, the teachers spend the remaining time reading the Bible or other good books.

6. Women teachers who marry or engage in unseemly conduct will be dismissed.

7. Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.

8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason, to suspect his worth, intentions, integrity and honesty.

9. The teacher who performs his labors faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.

Language Arts News
Allyn and Bacon

## 22. LEGAL CHEAT SHEET

For major tests let each student bring one 3 x 5 card, filled with notes, to be utilized during the exam. Generally the student will spend hours preparing the card which demands a diligent review of class notes that may be neglected by a student who feels he has no hope. The student feels the "cheat sheet" will shorten the preparation time, but the opposite is usually the case.

John Vincent

## 23. "PASS-AROUND" TEST

Many times students find it difficult to relate and apply the information they have learned. In social studies, the definitions of geographical features are often memorized but few times put to use. To evaluate a student's use of a map's legend, the application of locating a place by latitude and longitude, the difference between a mouth and source of a river, identifying an isthmus, a strait, and shape of a peninsula, as well as a variety of other items, the use of maps/pictures and multiple choice questions can be used by preparing this test and passing it around the room.

One map or picture along with the appropriate question having multiple answers is stapled to tagboard or construction paper. Many of these pictures can be found in old textbooks, newspapers, magazines, or copies of dittoed maps you can prepare yourself. Pass the cards from student to student in a circular direction or decide on your own system as to which row passes forward and which passes backward. Each card must be numbered so answers will be recorded beside the corresponding number. Preparation of more cards than there are students in class will help to eliminate running from one end of the room to the other to see that cards continue to flow.

After students have prepared their own answer sheet, hand each a card (best to keep in numerical order). Point out that only one person will begin with question one, and all others begin with a different number. After the student reads the question and reacts by recording the answer, the teacher says "PASS" at which time everyone passes a card, receives a new card and the procedure is repeated until all cards have been passed and the student receives his original card. Emphasize that no one should pass his card until they hear the word "PASS."

Patt Voight

## 24. STUDENT OPERATORS

As a teacher who relies heavily on audio-visual equipment I have found that an hour or two spent before or after school training a few students to operate the equipment can pay off with much class time saved which would otherwise be spent setting up or rewinding.

Charles Riggs

## 25. JOKE OF THE DAY

I try to do something to make the student feel relaxed and comfortable before each day's lesson. I put on the board the first part of the joke and then at the beginning of the period on the next day I'll tell them the answer. Also, each day I write a quotation on the board which may cause some to think and reflect.

Adam Roskof

If one is to succeed in these modern times in the normal run of society there are two things he must learn:

1. To do as he is told.
2. To do things without being told.

## 26. GRADE THE TEACHER

As I evaluate and pass judgment on my third grade students all year long, at the end of the year they get their chance. I have them make out a report card on me--however, not with letter grades in subject matter. They are asked such questions as—

What did you especially enjoy and remember this year?
What did I do to upset you?
Did I ever embarrass you? How?
What did I help you do better?
What things do I do that you like?
What do I do that you don't like?

This has helped me become a better teacher. I feel the children are quite honest as they do not have to sign their names. They liked the time they came early and fixed breakfast. They liked for me to read stories, wear bright colors, and to take a joke. They didn't like for me to "yell at them."

Barbara Howell

## 27. IT'S A LAUGH

When teaching United States history in the high school grades I often use a small paperback entitled It All Started with Columbus, by Richard Armour. This book is a brief and quite humorous history of the United States, which necessitates a certain amount of historical background and knowledge to fully understand. When covering a particular period I choose a few readings from this book which are related. The students seem to be more motivated to dig a little deeper into their lessons in order to understand the humor and get a few more laughs out of the class.

William Downey

"Any teacher who chooses to make a difference will make one."

--Harold Carter

## 28. TEST FILE

A device that I have found to be not only a "timesaver," once it was established, but also a "lifesaver" was the use of a three-by-five card for recording test questions. The following sample may be altered for any subject:

Multiple Choice — INVESTMENTS

A type of stock which permits the stockholder to collect dividends next year, assuming that the profits were not big enough this year to pay any dividends, is:

A. Preferred Stock
B. Participating Preferred Stock
C. Cumulative Preferred Stock
D. Common Stock

Source: Elements of Gen. Business, p. 363

Dates Used: 2/74; 1/75

Richard L. Imber

## 29. WHO'S GOT THE STIGMA?

What is a stigma? Webster defines it--"to brand as disgraceful or dishonored." This problem is faced by almost every special education program in existence, including both teacher and student.

In the course of my career I have found a few ways to minimize this problem. I have attempted to make my classroom attractive to both "regular" and "EMH" students. My classroom walls are covered with posters (in spite of objections from the custodial staff). I have subscribed to many magazines that are not available in the library...No, not Playboy.

Now, several students from all over the building come in before school and read the magazines. My students now feel, "I am in a place that is "special" to both me and my friends."

Rick Arthur

## 30. MONEY TALKS

My class was not immune to the usual problems of work turned in late, absences, not following directions, etc. Children are always looking for ways to earn money, so this desire was used as motivation to cure some of these ills. At the beginning of the school year each child received a given amount of play money. We started a "bank," employed a bookkeeper, printed checks, deposit slips and bank statements. Children received play checks for work completed on time and for regular attendance. If an assignment was late, poorly prepared, or was absent he had to pay out some of his accumulated "wealth."

Periodically I brought items the children could purchase so they had a chance to spend some of their money.

There was improved attendance and work habits as well as the experience of making change, writing checks, making deposits, keeping records and many other related activities.

Carol Sarchet

## 31. IF YOU CAN'T LICK 'EM JOIN 'EM

One day I made an assignment to the class on writing a descriptive paragraph. Some of the students went to work, but most waited until the pressure was applied. In an attempt to motivate I decided to try the same assignment I had made for the students. I joined their own environment by sitting at one of the student's desks. As I joined as a class member, all students began to write. I wrote for a few minutes and then made a comment about a mistake I had made. The students wanted me to read by paragraph to see if they could find the mistake. That was the best set of papers I ever received from that class.

David Parks

Abe Lincoln didn't do too badly--
Considering that he was culturally deprived.

## 32. CHILD TEACHES CHILD

Area Reading (Elementary Intermediate)

One of the best ways to help the fifth and sixth graders to enjoy reading and make noticeable improvements is to send a group of them down to the primary grades to help the kindergarteners, first and second graders with their reading.

The older children may read to the younger children, listen to the younger children read, help with workbooks or help supervise games. You must coordinate this activity with the primary teachers.

John Murgel

## 33. BEHAVIOR CHARTING

Healthy, acceptable discipline can be derived from behavior modification charting. The class determines, or agrees to, the kinds of behavior which will be charted. These behaviors include "talk outs," physical contact, daydreaming, etc. The criteria will be determined by what the class atmosphere is, and what method of instruction is being used. The chart form should contain the day(s), the behavior, and the frequency, and a line for the student's and teacher's signatures.

Each time the chart is used one square is filled in by the day to show improvement or lack of improvement. After one week of no marks, all previous charts are discarded. In a short time, the need for the system is eliminated.

Greg Button

## 34. PROGRESS REPORT

The problem of mid-term "failing notices" mailed to parents (but usually intercepted by the students before their parents get to the mailbox) was resolved at our school with a new approach. A "student progress" form is

now used, with options to mark for outstanding, satisfactory, or unsatisfactory progress, along with reasons why. One copy (signed by teacher and student) is given to the student to take home and one is filed in the counseling center where parents may call and ask about them. Progress reports are mailed only for students who don't show up in class.

I have each of my students fill out his own. Then I sign it if I agree with his assessment of his progress. If not, I discuss at that time why he is over or under estimating his success.

Jill Christensen

## 35. TELEGRAMS

This exercise develops communication skills--namely brevity and conciseness.

You will send and receive "telegrams" from other class members. You have an expense account of $1.00. Each word costs 1c. Keep track of your spending and stop sending "telegrams" when your $1.00 is spent. Send as many or as few "telegrams" as you wish. A discussion of this activity follows this challenge.

Margie Harrell

## 36. DUTY ROSTER

I respect democracy. It teaches that we are all worthy if not equal. I do not delegate room duties to the best behaved or the least behaved. Instead I make an alphabetical chart of the students' names with the jobs interspersed along the side. Each week I move the jobs down the list of names one space.

Linanel Cecil

## 37. BREAKING THE FAILURE PATTERN

All students can learn if the pattern of failure is broken. Fundamentally this involves the recognition of the student as an individual; not a fawning recognition, but one of respect. Respect should be given, if only for the student's potential as a learner; accept all of the student's ideas and responses--success stimulates interest.

Robert W. Hall

## 38. PARENT PRESSURE

Here is a technique for improving classroom control which has been used with considerable success, particularly to squelch the student who likes to disrupt the class. First present the plan to your principal for his approval. Then explain it to the class.

Any student who causes a disturbance in the class will not be permitted to return to the class until his parents have come in for a conference. When the need arises to prove your point, simply inform the student that he will not be permitted in the class again until one of his parents has come to the school to discuss the situation. Then call the parents and explain that you have a problem which you must discuss with them (one or both) at school. Do not discuss it over the phone. If you do, you have gained nothing. The pressure in this situation is the fact that no parent wants to come to school for such a reason and no student wants his parent to come. Don't give in on the first offender and there may not be a second. But don't try to bluff unless you are prepared to force the conference.

John Severson

Some people are like blisters -
They show up when the work is done.

## 39. SELF-EVALUATION

As an alternative to conventional types of grading allow each student to assign his own grade at the end of the quarter. Early in the grading period inform the class that they will evaluate themselves on their own progress during the quarter as they see it. It must also be made clear that each person will have to justify the grade in a student-teacher conference at the end of the term.

In using this procedure with average and above average students the only drawback was the tendency for some students to assign themselves a lower grade than I would have assigned under a traditional system. Very rarely did anyone take advantage of the situation. When the individual realized that he would ultimately have to answer to himself, then just "getting by" in terms of effort and quality of work was not good enough.

Tom Saults

## 40. STUDENT INPUT

Many instructors in today's educational system devote all or much of the first class period in their courses to telling students what his goals and objectives are for the students. I believe that this is primarily the starting point of "turning off" students. In my experience it is best to allow the students to have the opportunity to write down and discuss with the instructor why he has enrolled in the course and what he expects to obtain from it. Surprisingly to many instructors, when the materials submitted by the students are condensed it follows quite closely what the instructor had planned to teach in the first place and in addition has made the students feel that they are a part of the design of that particular course and are learning what they want to learn, not what someone insists that they do learn.

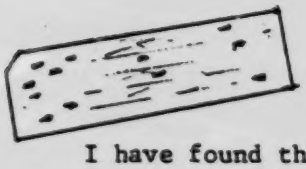
If the instructor provides copies of the goals and objectives to the students they can be followed throughout the year to remind the students that their thoughts are being put into practice. This serves as an excellent reinforcement throughout the year.

Clifford L. Reichert

## 41. STUDENT HELPERS

I have outlined a program for students who have completed the first year of accounting whereby they assist in instructing new students in Accounting I. They tutor, prepare lesson plans and lecture as they continue in the pursuit of knowledge in the second year. I have succeeded in getting them a half credit for the course. They assist in grading, preparing materials and evaluation. It seems to be good for their ego and certainly creates interest in the subject, as well as providing insight into problems and gratification in teaching. I, also, receive insight into language and my weaknesses.

Geraldine Veatchy



## 42. COMPUTER CARD

I have found that the placing of student names on discarded computer cards offers many small aids to the large task of classroom management. I find that going through the cards one by one at the beginning of each class helps learn student names. I find that the cards offer ample space for written comments about individual students. The most important use I have of the computer cards is related to the grading of daily papers. I shuffle the cards for a class and deal off five (more or less) cards. The names on those cards are the students whose papers are graded, students who go to the chalk board or students who will prepare a needed research report for the class. This drawing of names offers adventure and a form of anticipation

to students. The last use of the card is in determining statistical data related to tests. I simply sort the recorded test scores into numerical order. This allows for announcement of class rank and median score, quickly. What ways can you think of for using used computer cards?

Bill Overman

## 43. CONSISTENCY

I lean in the direction of those educators who point to "consistency" as a key factor to children's success. Let it be understood that I'm not talking about inflexibility. I'm referring to consistency based education involving discipline, rules, behavior limits or ranges and overall attitude expression.

My connotation of this is simple. Let the children know your limits and ability to be flexible. Share with them the reasons behind what you say and purpose(s) for measures you'll take if your requests are not heeded. Then, and this is the clincher that traps most teachers, stick to it (the rules you've laid down). Children will not adjust to this type of environment, but thrive in it. In reality, it opens up a whole new area of freedom for them. Now they know just what they can do, how far they can explore, how inquisitive and demanding they can be. How good it feels to be free from the threat of never knowing "how far" you are allowed.

John F. Fenton

> Personality may open doors--
> But it takes character to keep them open.

## 44. WARM-UP DRILL

As the school year advances, getting the beginning typewriting student started on his daily warm-up drill becomes a serious problem as many students would rather socialize the first five minutes of class than type. This problem can be solved by requiring that all warm-up drill be handed in for grades. The students can be given five minutes to complete the drill after the tardy bell rings. The papers are graded for quantity rather than quality of typing. If the students finish the drill and start it over they receive an A+; if they finish the drill, they receive an A; if they finish three-fourths of the drill, a B; if they finish one-half of the drill, a C; and if they finish one-fourth of the drill, a D. The warm-up drill grades account for one-fourth of the student's grade.

Judy Willingham

## 45. HISTORY OPEN LAB

To get senior high American history students involved in open lab activities I have furnished games to the students that pertain to American History. In the open lab situation the students are not scheduled into a formal class but come to the history area during their unscheduled time, and so far during the open lab the history area is crowded with students.

The students are able to join groups of their own choosing and select the activity they are interested in.

Some examples of these games are: 3M Stocks and Bonds; Spiro T. Agnew American History Game; Our America; Trivia Bowl; Alphabet Game; Crossword Puzzles; Scrabble (American History style); Initials; Risk; Reconstruction; Frontier; 1776; Ghetto; Star Power; World War I; and others.

I also have available movies, slides, filmstrips, tapes, records, and sometimes a group will come in and just want to discuss topics with the

instructor. One year I had a group of eight boys that wanted to dig a Kiva on the same scale as those at Mesa Verde. They received permission from the principal to dig it on the school grounds.

Al McLaren

46. DO UNTO OTHERS

The most helpful and proven philosophy for me, after six years of experience, has been the handling of students in the same manner I would like to be handled, no matter what the situation may be. Numerous situations have shown that students who are treated fairly and with courtesy will more often respond in the same manner.

Stephen Greivel

47. PROVEN PRACTICE - PERPETUALLY PRACTICAL

Consistent consistency in controlling the clamor of the class causes constant cohesive consideration of the controller by the kiddies!

(Fair, firm discipline creates respect for the teacher.)

Mike Gaddis

48. LISTENING LESSON

When a difficult lecture is given which involves detailed materials or complicated concepts, stop about 20 minutes after you start and have the class break up and gather into groups of four. Tell one person in each group to be a recorder for the group. Ask each group to record what the lecture was all about.

When a person speaks there should be a mutual relationship between the sender and the receiver. Many times a student will <u>not</u> listen when another person speaks.

Irineo S. Juan

## 49. BINGO FOR LANGUAGE

Make Bingo cards with numbers totaling 25 and distribute to students. Before class, 25 vocabulary items have been selected from Basic Sentences/ Dialogs and written on small pieces of paper with corresponding numbers from 1-25. Small pieces of paper or dry beans are distributed to the players.

The game begins; students draw, one at a time, a piece of paper. They must read the word, identify it in a sentence or define it before they give the number. If they are unable to do this, the paper is put back in the box and the student loses his turn. The game continues until someone has "Bingo."

This game is very popular with students and is an excellent means of reviewing and reinforcing vocabulary.

Wayne Havernn

## 50. SHOP AND LEARN

Every year I have my Business Practice class set up what salary they feel would be enough to live on (hourly wage). Then they make up a menu for one week. Make their shopping list, then go shopping. They write down the price of each item, then total. Several students shop name brands in Safeway, King Soopers, and discount markets. Some students shop in-house brands; some students shop 7-eleven, U-Totem.

Each year I have saved the results and they are very eye-opening. Most students feel that $2.00 an hour is a great starting salary. This study will show them they can't buy food on that salary.

Brent Page

## 51. TEACHER "MISTAKES"

Rosalind Ashley contributed this idea to "Grade Teacher" in 1966. One warm day as she was writing on the chalkboard, she forgot to cross a "t" and several of her students suddenly came to life and called her attention to the oversight. She began intentionally misspelling words in the daily schedule, as well as making incomplete letters, and omitting capitals. The pupils delighted in spotting the errors as they went over the daily routine, and they were smiling and eager to begin the day after all mistakes had been corrected. Upon trying this idea, I, too, found that the children were pleased to look for my "mistakes." (Do too many teachers appear "infallible" to their students?) For proofreading practice on their own, dittoed sheets with numerous errors should be provided. Pupils will be more critical of their own written work, and realize the importance of accuracy and critical thinking.

Kathleen Lichtenberg

## 52. MINI COURSES

Short-term or "mini" courses have proven an asset to the curriculum of an inner-city Denver Junior High School. "Mini" courses run in length from 2 to 12 weeks and can be utilized in any area of instruction. The purpose of these courses is to provide relevant instruction of interest to motivate low achievement students. Several "mini" courses are utilized in place of a semester or year-long course. For example, students in 8th grade English are allowed to take a 4 to 6 week course in science fiction, poetry, journalism, mystery stories, adventure stories, and sports stories. Students may read a current science fiction novel and then as a class go to the movie of the same novel.

Robert A. Marsh

Whatever your lot in life, build something on it.

-Home Life

## 53. TIMES TABLE

Junior High School, 9th Grade, General Math students were having a very hard time working basic math problems. I often found with this type student the main reason for his difficulty was that he never learned or memorized his multiplication combinations. Therefore, most math problems dealing with multiplication or division would propose great difficulty for the student working the problem and he would lose interest or stop trying. In these cases I would either make for the student or have the student himself make a "times table." He could then use it whenever he needed to work multiplication or division. I found most of the students ended up learning their "times table" or knew them much better at the end of the school year.

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 |
| 3 | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 |
| 4 | 0 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 |
| 5 | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 |
| 6 | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 |
| 7 | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 |
| 8 | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 |
| 9 | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 |

Jerry Ahnstedt

Mother glowworm and father glowworm
Watched baby glowworm fly by night.
Said father glowworm to mother glowworm,
"I fear our child is not too bright."

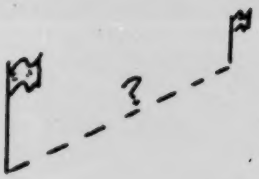
## 54. THINK AND ACT METRIC

This exercise is based on that of Dr. Malcolm Swan in Tips and Tricks, University of Northern Illinois.

GRADE LEVEL: Junior and senior high; college
OBJECTIVES: To develop understanding of meter, kilograms, and celsius degree and accuracy in estimation.
EQUIPMENT: Meter tapes, centigrade thermometer, butcher's scale remarked in kilograms and two flagged stakes.

PROCEDURE:

1. Set up a distance between two flagged stakes (Change this distance daily).
2. Set out a bucket or jug of water.(Change this amount daily).




3. Students estimate the distance in meters, record estimate, verify and record verification. Students estimate weight, record estimate, verify and record verification. Students estimate current air temperature, record estimate and verify; record verification.
4. This exercise, if done daily for at least five weeks, will produce accuracy. For each measurement and its verification, the student will also record the percentage of error.
5. Graphing can be added to this exercise also.

SAMPLE DATA SHEET:

| | TEMP.$_1$ | TEMP.$_2$ | %error | wt.$_1$ | wt.$_2$ | %error |
|---|---|---|---|---|---|---|
| 1/3/75 | | | | | | |
| 1/4/75 | | | | | | |

Sr. Carolyn Becker

### BREVITY

Editor's Note: In the process of securing copy for this publication I have, among other things, asked the writers to be "brief." One young man took me at my word, and I feel he has made a contribution. It was as follows:

...Consistent Kindness...

Jim Cobb

## 55. STUDENT-BUILT ENGINE

While touring a rather large, vocational type of high school in a suburb of Minneapolis, Minnesota, a few years ago, our group of Industrial Arts teachers was taken through the shop area. The area is connected to the main part of the school by hallways only. It was in the machine shop that we became quite amazed with an unusual but clearly defined and easily understandable method of teaching machine shop on a high interest level to the advanced student.

The instructor had one project which could be completed in one school year or less. The project was a small single cylinder gasoline engine of about 1/8 horsepower. We were taken through the well-equipped shop areas which produced the engine and were told what parts were made and how they were made. The engine parts were first cast in the foundry area, using real foundry molds purchased from a local business. All parts, as was explained to us, were student made, including the rings, spark plug and magneto. The block, piston and all other metal parts were cast piece by piece on an individual basis by each student and machined by the students in the machine shop as close as possible to tolerances set by the instructor. The minimum requirement for passing the course was the trial of the engine. The student was asked to start it up. If the engine would run the student could feel assured of an average grade or slightly below. From that point, a closer inspection of machine tolerances determined if the student would receive a higher grade.

We were told the students themselves are very enthusiastic about taking this type of machine shop course and most students cannot wait to complete their engine and get it running. The instructor also explained with pride of the students who have returned and told him how they received their first job

working in a machine shop, by taking the engine under their arm to an employer and starting it up for him.

Gordon Brey

## 56. EQUATIONS

Find equations vertically, horizontally, and diagonally; for example, in the upper left hand corner you might circle as follows: 9-3=6, x, 3, =, 18

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | 3 | 6 | 81 | 60 | 7 | 12 | 19 | 57 | 76 | 23 | |
| 45 | 2 | 3 | 12 | 48 | 6 | 8 | 14 | 25 | 33 | 58 | |
| 3 | 35 | 18 | 4 | 72 | 42 | 30 | 56 | 3 | 44 | 66 | |
| 15 | 5 | 10 | 9 | 12 | 5 | 28 | 11 | 17 | 35 | 16 | How many |
| 72 | 38 | 8 | 36 | 6 | 6 | 4 | 27 | 31 | 5 | 1 | can |
| 48 | 8 | 80 | 4 | 20 | 11 | 7 | 4 | 9 | 36 | 2 | you |
| 64 | 4 | 24 | 8 | 3 | 5 | 15 | 45 | 40 | 3 | 10 | find? |
| 7 | 13 | 12 | 32 | 35 | 19 | 8 | 3 | 6 | 18 | 3 | |
| 32 | 33 | 28 | 4 | 7 | 6 | 9 | 4 | 19 | 21 | 5 | |
| 58 | 18 | 40 | 36 | 3 | 7 | 21 | 28 | 36 | 4 | 9 | |
| 24 | 54 | 37 | 26 | 63 | 13 | 49 | 57 | 20 | 25 | 45 | |
| 3 | 72 | 17 | 4 | 7 | 6 | 52 | 2 | 26 | 50 | 72 | |

Mary W. Ford

I couldn't care less about apathy.

In grandpa's day they had a tranquilizer to help one sleep - They called it "work."

## 57. STUDENT HELPERS

Roll-taking and lunch count can be time-consuming, tedious chores. Because of North-Central requirements for accreditation, student count must be taken each period in secondary schools.

At the beginning of the school year, I ask the student who sits at the front of the room nearest the door in each class to be in charge of roll. The student has a class roster which is kept in her desk. She writes the absentees or tardies on the forms which are also in her desk. She then takes the form to the pocket on the door where it is picked up each hour by an office girl.

Lunch count is taken in our school during first hour every morning. Lunch-list sheets are placed in the desk on the opposite side of the room from the door. The student in this desk begins passing the lunch-count sheet each morning and when it has gone around the room, those students who want to eat at school placing their names on the list, the student with the roll list takes it and the absentee or tardy list to the pocket provided outside the door. All this is accomplished with no "fuss" each day and class is begun on time.

These small chores which involve six students each day help teach responsibility. Usually, sometime during the year a school organization sells an item which has the school colors or insignia on it. I purchase one for each "helper" to show them my appreciation.

Helen Vogel

A mule can't kick when he is pulling -
And he can't pull when he is kicking.

# Creed for Teachers

the Mediocre Teacher Tells

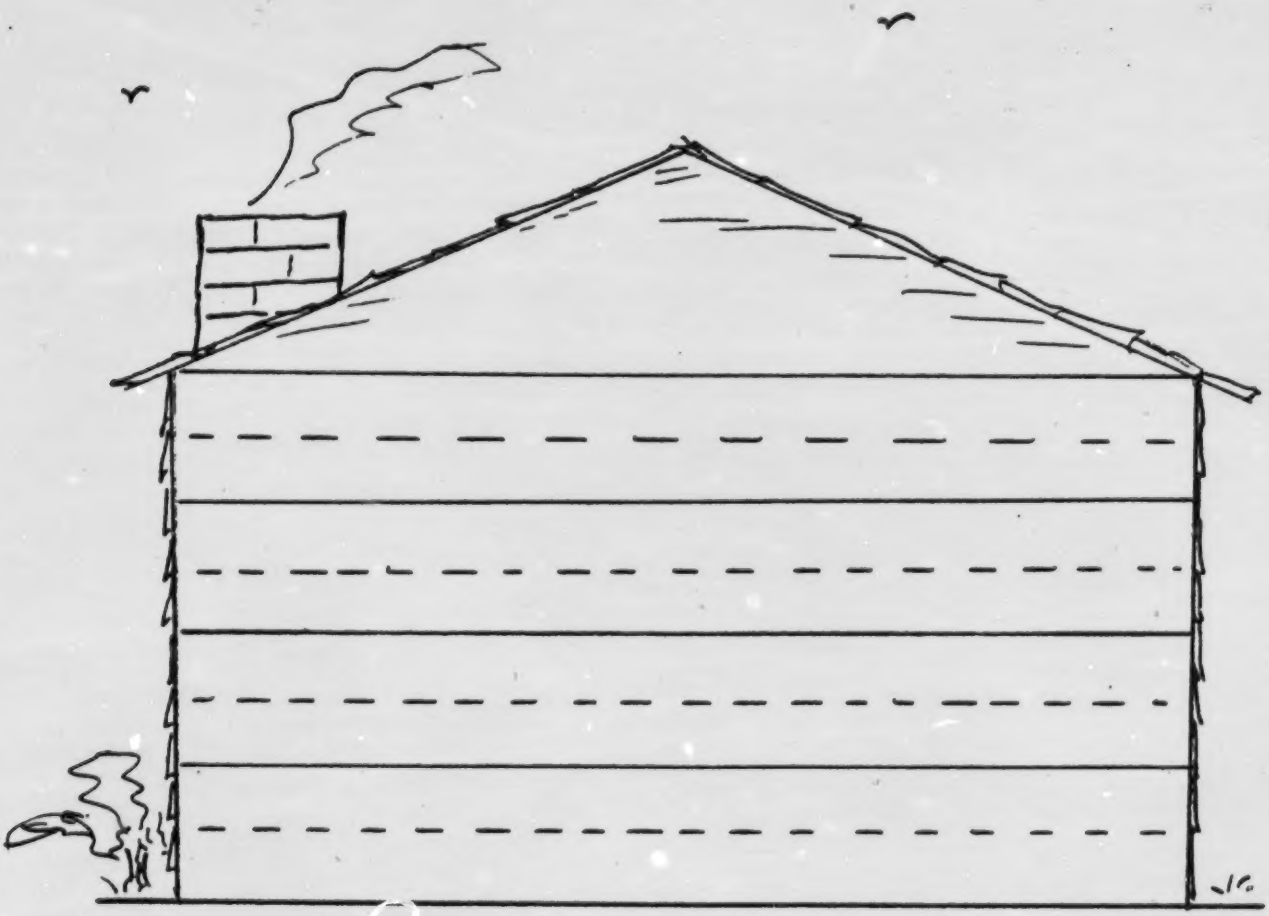
the Good Teacher Explains

the Superior Teacher Demonstrates

the Great Teacher Inspires

## 58. IN-HOUSE PRINTING

Teaching small children to print staying within the lines is a difficult job. In orde; that they might see the different levels or rows to a



page of lined paper, I first begin using the overhead projector and a transparency with an apartment house (many of the children live in apartments) with lines depicting the different floors. Only these people (letters or words) live on this floor. Some letters--y, g, j, p, and q--are known as the nosey neighbors who always put their feet in other people's houses.

We don't write in the attic of the house, commonly known as the margin.

Jo Ann Stipp

59. the

# PERSONAL TOUCH

**TESTING** Handwrite or print tests with drawings in the open space. A bit of artistic Printing tends to relieve the pressure on an important test.

**GOSSIP GAME** To study for a test of mainly facts you can start a sentence, with a few facts in it, at one side of the room and have students whisper to neighbors until it gets across the room.

The best help to me is to remember the names of as many students as possible and say something to them as the go by my room, whether they are my students or not. (Find out the names of the quiet ones.)

**BE FRIENDLY**

- Bob Tatton

## 60. STAR OF THE WEEK

I like to select a student, take his photograph with a Polaroid camera, and place this photograph on the bulletin board. Then, each class member writes a paragraph about this person (the composition must be of a positive nature), and the papers are put on the bulletin board surrounding the picture. At the end of the week, the picture and paragraphs are put into book form and given to the student to take home.

I use this to improve self-concept of fifth and sixth graders. It is also an assignment that causes classmates to view their classmates in a positive way, even if it is momentary. It has been amazing to me how perceptive young people are as they study the behavior of others.

The caption on the bulletin board reads, "STAR OF THE WEEK."

Thomas R. Fenton

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*"I think my teaching machine has a screw loose"*

## 61. ROLE PLAY

This is for use in a senior level marriage and family type class. Have a male and female (the teacher can play one role) volunteer to help illustrate types of marital relationships by assuming the following poses:

1. Spouses standing front to back, spouse in back locks arms around neck of spouse in front and lets rest of body go limp while saying, "I love you; I need you; I can't live without you!" Spouse in front is asked to try moving around. Illustrates one-sided dependency relationship.

2. Spouses face each other, palms together, leaning forward supporting each other. Ask what happens when either partner suddenly departs the scene. Illustrates mutual dependency relationship.

3. Spouses facing each other, palms together, but not leaning. Have them move around, draw close, move apart maintaining contact, break contact (neither falls on face), one at a time lean while other supports (temporary dependency), etc. This illustrates a more flexible, non-dependency monogamy where growth is possible for both individuals as well as for the relationship.

Discuss and present examples for each of these relationships. Emphasize the point that either sex can play any of the roles. Lead the class to the realization that Number 2 position most closely resembles the romanticized ideal of traditional marriage. Discuss how this is presented in literature, movies, television, etc.

Bob Hussey

### THE THREE BEARS

Some people complain even before attempting to understand the situation, as illustrated by the story of The Three Bears:

Papa Bear: "Somebody has been tasting my soup and has eaten it all up."
Baby Bear: "Somebody has been tasting my soup and has eaten it all up."
Mama Bear: "Gripe, gripe, gripe - I haven't even served it yet!"

## 62. A CHOICE

Give your students a choice! I have found that it is unwise to eliminate the possibility of choices. No person, nor a dog for that matter, wants to be backed into a corner with no escape. In classroom discipline, academic assignments, or shop projects there is a need for a choice.

Joe Meyer

## 63. STUDENT JOURNALS

Many teachers have tried having students keep journals, with varying degrees of success. This activity can be of particular value in English classes if the right guidelines and purposes are established. A student journal should be a free-flowing, unstructured record of the individual's ideas. In an English class it can serve these purposes:

1. It gets the student past the block against writing since he can write anything that he has on his mind.
2. It gives the student a chance to practice putting words on paper without fear of being corrected.
3. It provides a source of ideas for compositions.
4. It gives the student a chance to speak (or write) his mind.
5. It gives the teacher valuable insights into his students.

The journal is not a polished composition, and the teacher must point out the difference between this kind of writing and a finished piece of work. The use of the journals of writers such as Thoreau and Emerson helps. If the purposes of this work are to be served, the teacher should follow these guidelines:

1. Base grades only on quantity, not quality.
2. Avoid close marking of mechanical errors. These can be marked on compositions, and improvements practiced in journals.

3. React to students' ideas, and encourage them to pursue their thoughts in more writing or through specific readings.

4. Avoid making definite assignments as to content.

The assignment should be a continuing one of a certain number of pages per week, due on a specific day. Students will complain at first and almost demand definite directions about content. It may help to give suggestions to some students, but mostly they should be told simply to fill pages with writing. Those who fill several pages with the same word written over and over will eventually come around when this "test" meets with no criticism.

Gerald Nix

## 64. BOOK DEBATE

The following procedure may be used to involve students in their own and other book reports. Caution must be made against using this procedure in a below-average class or in a class where the spirit of competition is too keen.

Assign the reading of the same book to four students. Assign two of the students the job of attacking the book and giving an unfavorable report. Do not change the assignment after the students have read the book.

Each team of students will have ten minutes to establish their arguements.

At the end of the presentations have the class vote to determine which team made the best presentation. The winning team will receive "A"s on the assignment, the losing team will get "B"s.

The result is that students pay greater attention to book reports, and the students who read a particular book seem to get more out of it.

In some classes the use of such a grading system causes problems, but some variation of this procedure can still be used to stimulate interest in book report presentations.

Josiah B. Martin

## 65. YOUNG AUTHORS

A writing center was designed to encourage my sixth graders to use their language skills.

One of the best motivators for this writing center was to post a letter from a kindergarten teacher that said, "We are running out of good stories. Will some of you visit us and find out what kinds of stories we really like? Perhaps you'll want to write some for us."

Usually more than half of the sixth graders accepted this invitation, and some would work as long as two months writing and illustrating books. Students served as friendly but severe critics of each other and made appointments with the kindergarten teacher to read their stories to the children. Their enchanted audiences were their reward and their classmates questioned them about how things went, when they returned to their own class.

Harold Goodale

## 66. SLIDE SHOW

I found that a real interest-getter among the students I had in foreign language class was the use of my own personal slides with a related music background while I informally discussed the slides with the class. This was very effective. This practice not only informed the class, but also relaxed them and helped the studies seem more real and alive. Students seemed to remember the slides well and would relate back to them during future lessons.

Kathy Waldron

Why can't life's problems hit us when we are seventeen and know everything?

## 67. MORNING CLINIC

In my teaching experience I discovered that it was nearly impossible to convince students to come in after the school day for extra help. I found myself in conflict with extra curricular activities in the school, transportation situations, and personal obligations when I attempted to give my students extra help after school. By accident I discovered that a majority of students arrived at school between fifteen and forty-five minutes before the normal school day began. For most this time was spent waiting for school to open and there were very few conflicting activities in progress at this hour. Students, however, were still reluctant to use this time for study. There were only a few who were opposed to joining an organization which met before school.

I used this idea in forming a clinic for my students. It was simply an organization which allowed them to get extra help from myself and each other, not only in my class subject matter, but I left it open to the study of any subject in which the individual needed extra help. It was merely a before school study hour in which assistance was available.

Terry L. Prante

## 68. WHEN THE TEACHER IS AWAY...

If you ever return to school after a days absence and find a curt little note from the substitute saying, "I had alot of trouble with the 5th and 6th period class, they behaved badly," you might try this solution. I stumbled upon this practice my first year of teaching, in junior high.

Immediately upon entering the room, have all students take out a piece of paper and pencil and tell them to write down <u>exactly</u> what happened

when you were absent. Tell them not to omit any names or incidents and remind them that everyone else in class will be writing everything that they remember. Inform them that no names or papers will be made public, but if they leave out certain names you will assume that it was because they too were misbehaving.

When you collect the papers and read through them, you will find that hours of trying to find out who did what and that the uncertainty of inequality of punishment is gone. A video tape of the whole class could not produce a more vivid picture of what happened when the teacher's away.

Miles E. Turner

## 69. MARK MAKES HIS MARK

I recently received a boy whom I shall call Mark into my class who absolutely refused to do any of the classwork. In fact the first paper I handed to him was torn to confetti by the end of the period.

The boy's situation was made known to his teachers before he came to class, so the problem did not hit me cold. Mark's attitude was "map out a reason for me to work and I will consider the worth of your reasoning." My approach to Mark was exactly the reverse. I told him that I had run fresh out of reasons for him to do his classwork. I further stated to Mark that he would have to start finding his own reasons for attending school and for completing his assignments.

Mark went for about a week and then I began to notice he was doing some of the work. He began to talk about some of his outside activity and open up in general. The process of challenging Mark to find his own reasons for education cannot be called a proven practice, but it did work with one boy at a given time.



John E. Grauberger

## 70. DRIVER EDUCATION AND AUTOMOTIVE MECHANICS

Driver education has a tendency to become boring because so much of the course is bookwork. I have in the past created situations in my advanced auto mechanics classes which have been of benefit to both auto mechanics and driver education.

One situation has been to break the advanced auto mechanics students into five groups and assign them to particular "stations" in the auto mechanics lab. At each station is a display or demonstration featuring various components or systems of the automobile, such as; 1. chassis and brakes, 2. engine operation, 3. cooling system, 4. lubrication system, and 5. ignition system. Two or three students are at each station, and they prepare a five-minute presentation on the particular equipment at that station. They cover construction, operation and maintenance.

The driver education classes are also divided into five groups of six to eight students. The driver education class comes in at an assigned hour, and each group goes to a pre-assigned station in the auto mechanics laboratory where the automotive students present their program in five minutes. After six minutes a whistle is blown and the driver education students rotate to the next station. This continues until all groups have been to all stations (30 minutes). Then a general question and answer session is held.

This activity is done one day each nine weeks.

Benefits of the program are: 1. driver education students get a better understanding of the workings of an automobile, 2. auto mechanics students get to practice speech and display their knowledge, 3. helps auto mechanics enrollment for next year.

Larry E. Fanucchi

Spend your life on something that will outlast it.

## 71. MAKEUP

One of the problems that seemed to consume a lot of time for me in my early teaching was giving students their makeup work following an absence. I devised a plan that nearly eliminated this problem by picking the least used part of the chalkboard and making a chart, using masking tape, similar to the one below:

| DATE DUE | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| PERIOD 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

I asked a student who sat close to the "assignment board" to write the assignment in the correct space on the date due. If an assignment was given on Mon. and due on Tues., it would be written in the Tues. space, Fri. due Mon. would be written in the Mon. space, etc. No spaces were erased until another assignment was given a week later. This way any student who was not absent more than one week could always look up his own homework.

Don Robb

## 72. MID-MORNING BREAK

In our high school, we have a scheduled ten minute break each morning at 10:30. The student council opens and operates the school concession stand to sell "goodies". Students are allowed to eat, have something to drink, or take care of their needs during this time. We do not allow driving or smoking so this does not become a time to "light up" or to "drive off", but a time to blow off steam, relax, and "chew the fat".

We have found that this mid-morning break has helped the students and faculty with any problems they might have concerning discipline. Both are less likely to carry-over any anger to their next class.

This break has been a big boost to student morale as it is something especially with them in mind. Both the teacher and the student who has had an early breakfast or has skipped breakfast looks forward to this helpful break.

Robert J. Nicholson

## 73. MAPPING HISTORY

One of the most successful techniques that I have discovered in my four years of teaching history is a method of including geography in history lessons. In preparing for a presentation or discussion of a major event in history (war, revolution, migration, etc.), I provide each student with an atlas and an outline map of the area in question. I also insist that they keep a notebook handy. As I narrate the sequence of events, I pause frequently to allow students to make notations, draw lines and shade in important areas on their own map. During this time, I circulate around the room helping individual students and answering any questions they might have. When I see that everyone has completed the map entry and seems to understand, I proceed to the next major point in the presentation.

I find that this approach not only leads to a better understanding of both history and geography and the relationships between the two, but the students enjoy the informal and relaxed atmosphere of the class. Most important, probably, is that each student is actively involved in the lessons. This method proved to be very satisfying to me as a teacher, as well, because as I circulate around the room, I have an opportunity to interact with the students and develop a feel for what they are learning.

 Charles E. Sambs

## 74. HALF SHOD

I teach in a target school. I have found that a lot of students forget to bring ir pencils to class. Some of the students want to give everything from a penny to a ten dollar bill or personal goods as collateral for use of a pencil during the period. However, I found this to be ineffective because they will go off and forget their money or personal goods. I discovered the best thing to ask for when I loan out a pencil is to have the student give me one of his shoes. In the twelve weeks that I have been using this method, I haven't lost one pencil.

Curtis R. Bedore

## 75. A SOFT VOICE TURNETH

Being in physical education, which I believe is primarily an activity class, I try to talk only when necessary. When it comes time to speak to the class, I wait for quiet and speak in a softer voice than I normally do. The kids sense that it is a time to listen. If there are one or two who are not paying attention I will ask that they at least pretend to listen. This has been an effective practice for me.

R. Olson

## 76. WRITE IT

When things are not going well in the classroom, I make the class communicate in only one media--writing. All communication has to be done in writing. This is a lesson in language arts as well as a discipline lesson. The students enjoy this lesson for it is something entirely different than are use to. The passing of paper is sometimes disturbing, but the teacher can use the chalkboard and he can have the class use the board for any messages. This may not be useful if one would use it everyday, but from time to time it is a diversion from the commonplace classroom management.

 Robert J. Pahls

## 77. SHOT DOWN

This saying, "Shot Down," was brought home to me very vividly my first year of teaching. I informed a girl who was a discipline problem that her mother absolutely must talk to me about her behavior. She politely informed me that her mother would not talk to me under any circumstances. After much debating back and forth, and many threats and frustrations on my part, I learned that you should always find out all the details before making any definite statements or threats. The girl's mother was a deaf mute!

Gene DeTolla

## 78. DO'S AND DON'TS

DO'S

Listen to kids regardless of the problem.

Plan your program with the kids, regardless of subject matter.

Evaluate the program with the kids.

Don't be afraid of hugging or giving five with the kids.

Utilize community and administrators, so they can share accomplishments and disappointments with the kids.

DON'TS

Don't classify kids regardless of ability.

Be honest with yourself; if you don't like kids stay the HELL out of education.

Don't forget kids are human beings despite what you hear.

Lou Garretson

Many folks are holding back on their smile to see if you have one to trade.

## 79. FOREIGN MAGAZINES

Experiment by placing foreign magazines in the classroom "interest center". Some industrialized countries publish English editions. Even in the native language the pictures portraying the culture spark interests. A natural question is: "What does the caption above the picture say?" English-Spanish or English-Frence bi-lingual dictionaries can be provided to answer such questions.

Some materials can be secured free through national consulates from the Washington embassies. The newstand at Colfax and Broadway in Denver has many foreign newpapers and magazines which cost from fifty to seventy-five cents per issue.

Michael F. Ryan

## 80. SELF EVALUATION

At intervals during the school year, I ask the students to write a self-evaluation of how they feel they are working and getting along with peers. I also make an evaluation, and on a one-to-one basis we compare notes to determine differences, if any. This helps students to work toward goals and strengthen any weak areas.

Sandy Bankhead

## 81. BASEBALL GAME

A good motivational device is the baseball game used as a reinforcer of skills taught. Use the regular game rules and two teams. Put a math problem on the board as a student comes up to bat. This provides for individuality according to the student's proficiency. The teacher makes the problem suit the student's ability to solve the problem.

John Yamazaki

## 82. MAGIC CIRCLE

This is a group situation exercise in listening and understanding one another.

Have the group count off by two's. The group sets in a circle on the floor. The one's make up one half of the circle, the two's the other half.

Pick a topic for discussion (or let the children pick one). Next, all the one's will discuss the topic while the two's listen. When the one's have finished a "two" will pick a "one" and try to repeat everything that person said. After the two's repeat everything the one's have said the process is reversed and the two's discuss the topic.

The "Magic Circle" gives the teacher and other students an opportunity to understand each other in a more personal way.

Some suggested topics might be: (Elementary Level)

1). What I like about grade ____ and <u>why</u>! What I don't like about grade _____ and why!

2). What makes me feel good vs. what makes me feel bad.

Claudia Edwards

## 83. RECYCLED

Make use of the book jackets that are taken off most library books. Staple several sheets of writing paper inside the jacket. Let the child select an interesting title and write his own version of the book.

Sara B. Kelly

Every person must educate himself;
Teachers and books are only helps.

## 84. COOL IT

Let students work on their own, at a pace that is comfortable to them. Help them to understand their own moods and feelings in reaching their own goals and objectives.

Don Manzanares

## 85. INDEPENDENT MATH

Accumulate a large supply of Math dittos, answer keys and books. Go through the books and find pages that correspond with the skills to be taught. Pre-test each child, find where they have weaknesses and then set up their individual programs. They work at their own speed. When there are a couple of children needing help in one area, have a small group. Outside these small groups it was all one to one teaching. As a child finished an assignment, he checked it and then he and the teacher went over mistakes.

Connie Williams

## 86. STYLE SHOW

I found in my teaching of Home Economics that this could be accomplished very effectively through community invitational style shows. They developed into a tradition in my classes. Sewing projects were relished with enthusiasm. The students developed a sense of pride in what they were accomplishing. Much planning, hard work, and time had to be spent, but it was done willingly. Some additional features of added interest were always incorporated into the style show with other departments of the school and the community participating. For example, period clothing was uncovered within the community with definite recognition being given to the owners while being modelled. This was accompanied with that period's music or

perhaps the dancing of the "Charleston" as was the case in presenting styles of the 1920's.

Girls who were musically talented and enjoyed singing selected catchy tunes to sind such as "Hey, Look Me Over, Give Me the Eye", during the modelling of the sewing projects. A modelling of wedding gowns of various ladies of the community also created much interest.

A popular men's shop would model men's clothing sometimes using willing and popular male members of the teaching staff as models.

A positive step was taken to develop involvement and interest on the part of the community. Parents and citizens seemed to find it entertaining and profitable, while the Home Economics Department found the practice to be good advertising and self-rewarding.

Gerry McCormick

## 87. WHAT DID I LEARN?

One technique I have found that always seems to work is a quick evaluation session at the end of the day. It seems to bring focus on what we are really trying to do—to teach something.

It can be written:

Name _____

One thing I learned in school today was _____

or it can be aloud with the group.

Jean Foreman

EDITOR'S NOTE: This could also be a help with the perenial question parents are always asking their children.

"I must do something", solves more problems than "Something must be done".

- Bits & Pieces

## 88. REORGANIZED SPELLING

Lists of words as they are found in spelling books may be reorganized into more practical auditory or visual patterns. For the poor spellers I recommend the elimination of irregular words from the list.

The following is an example:

1. LIST FOUND IN FOURTH GRADE SPELLING BOOK

| | |
|---|---|
| tie | free |
| deep | seal |
| die | real |
| tea | weeds |
| seem | mean |
| feel | clean |
| feast | paint |
| team | goes |
| laid | coal |
| dream | east |

2. REORGANIZED LESSON

| | |
|---|---|
| tie | deep |
| die | feel |
| | free |
| tea | seem |
| team | weeds |
| dream | |
| seal | laid |
| real | pain |
| clean | paint |
| mean | |
| east | coal |
| feast | |
| | go |
| | goes |

Greta Andrews

## 89. PEACEMAKERS

I was having a problem with children hitting each other in my first grade. I tried talking to them, sitting them on chairs, taking away privileges and even letting the more passive child hit back. None of these methods seemed to work. I finally tried teaching my students to be the peacemakers. I choose two children who are not involved in the conflict to act out the problem. The whole class then discusses the problem and they offer alternatives. I have found the results to be surprisingly effective.

Janet M. Sanderson

Do you drink at the fountain of knowledge - or just gargle?

## 90. CHECK IT

I teach in the Program for Pupil Assistance, which are disruptive children. I have found one of their biggest problems is not completing independent classroom work. I made a card which each child takes to his teacher daily and she signs yes or no if his work is completed. Each day he has a yes, he receives a star on the star chart. After the child has worked for 10 stars, he gets to choose a prize from my prize box. The prize box consists of plastic toys probably costing about 1¢ a piece.

I have found that this incentive really does work with the children that are able to do the work assigned but that just do not get the job done.

NAME _____

Number of Papers to be Completed _____

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Yes____ | Yes____ | Yes____ | Yes____ | Yes____ |
| No_____ | No_____ | No_____ | No_____ | No_____ |
| Teacher | Teacher | Teacher | Teacher | Teacher |
| _____ | _____ | _____ | _____ | _____ |

Pat Brown

## 91. FRIENDS

When I feel happy I can make children happy. Work on being a well-adjusted person so you can always wear a smile and pass this feeling on to children.

A proven practice that has worked for me in dealing with children is letting them know you are really interested in them as a special person.

This can be done by talking things over together, sharing lunch, visiting homes, taking them to things after school hours. I guess I'm trying to say--be their friend. Children never really have enough real friends!

Kathleen Alkema

92. ROPE TRICK

When you're almost come to the end of your rope, give that last bit of slack.

Joanne Worrall

93. PRACTICAL MATH

I saw this project being used in a third year team in Jefferson County. In September, the team teachers borrowed $500 from Jefferson County Bank and purchased school supplies for the third grade. Once a week some mothers came in and sold school supplies to those students who needed an item. After each sale the profits were entered on a ledger sheet that was posted on the bulletin board. Once every week, after the sale, the students' math lesson revolved around the loan, payments, interests, and profits. Any profit at the end of the school year was used to take the students on a field trip to an amusement park or a movie. I really liked this project because it showed the students how banks and loans can help people and it gave a practical application of math.

Susan Basford

94. SECRET PALS

To help children become better acquainted with each other and to help them learn to be kind and considerate to everyone in the class, not just their friends, we choose secret pals for holiday times. For example, about ten days before Christmas vacation, we draw names for our "Secret

Santas", for St. Patrick's Day they are "Secret Shammies. We do not tell anyone whose name we have drawn and for the next ten days we do many kind and nice things for that person. It might be a happy face secretly drawn on one of that person's papers or a note slipped into his desk, etc. Nothing involving presents or money. This kind of activity really helps children learn to get along better and to be kinder to everyone.

I usually read the story, "Warm Fuzzies", to the class before the drawing of names.

Anonymous

95. WARM-UP LIST

In my gym class I ahve found if I have about four exercises listed on the board each day when the class comes in that it is a very successful way to start the period.

If I am not in the room the children get busy so they can start the activity for the day. It also helps get them warmed up for the day's activity.

Example: Sit-ups.....10
Jumping Jacks....10
Push-ups.....5
Run in Place.....10

Jerry Grover

96. WHY DID HE SAY THAT?

To improve yourself always study the students' incorrect responses. There is nothing to learn from correct responses.

Steve Cain

The best intelligence test is what we do with our liesure time.

## 97. P.E. ORGANIZATION

Organize the P.E. class into four equal teams (As equal as possible in numbers and ability). Have teams report to the same location each day. This organization saves valuable time and minimizes confusion in establishing picking and batting orders that can continue the following day. This plan cuts down on the arguing and gives each student equal opportunity to play the game. After one sport has been completed the teams can be changed to give students the opportunity to participate with other peers.

Harry Risoli

## 98. LANGUAGE CAN BE FUN

I have found that the use of a textbook in the fourth, fifth, and six grades to teach language, really turns kids off!

I teach my penmanship, spelling, word usuage, punctuation, etc. by having pupils working creatively. I vary the creative exercises so that they will not get boring. For example, my class starts by having pen-pals at another school. We exchange letters every couple weeks along with poems, pictures, puzzles, riddles, etc. The kids really enjoy this and look forward to receiving their letters. Then we go into limericks. The pupils like to make limericks about one another and about the teachers. These we publish in a book and give each class in the school two or three copies. After limericks, we go into various types of poetry and creative stories, all of which are displayed about the classroom.

As the year progresses I find that in most cases, the pupil has progressed very satisfactorily. They take pride in their work and are able to use their language as an effective tool. Now they are ready to get into deeper things such as parts of speech, diagraming, etc.

My whole point is give children a chance to enjoy their language and feel comfortable with it before getting into the serious aspects.

Clement Hackethal

## 99. TAME WITH TAPE

For a group that consistently comes to the classroom noisy and will not quiet down, have a tape recorder ready with taped instructions for the next activities. As soon as the last person is in the room turn on the recorder. Students who are quiet and ready will have no problem in following directions. Students are given a specific number of minutes to finish the activity.

The next time the students enter the room, they are more alert to see if they are to follow directions from the recorder or their teacher.

Sandy Bankhead

## 100. CREATIVE WRITING

I am a first grade teacher. In my first grade class we do a lot of creative writing. The child makes a picture; sometimes I suggest a topic, other times the child can make anything he wants.

At first the child dictates to me in his own language about the picture. I will write this in pencil and then the child will trace over it with a felt pen. By May he can write his own stories by spelling his own words or using a dictionary. I combine some of the stories and make them into their own little book.

Asaline Harris

## 101. "I BETCHA BOX"

The "I Betcha Box" is a good way to introduce students to all types of reference materials. When a child says, "I have nothing to do," pull out the Box. It contains cards with challenges typed on them; for example, "I bet you can't tell me how long the Amazon River is."

L. Williams

## 102. BOOK REVIEWS

Something that has brought surprisingly good results is the placing of two or three file boxes throughout our elementary school library. Along with the box is an invitation for the students to make comments (good or bad) on the books that they have read, and add them to the file. Forms asking for author, title, and comments are provided. When the students have filled in the information, they simply place the card behind the proper alphabetical divider. Once a week I check the files to see if cards are in the proper order and place all cards on the same book together.

Although no pressure is applied to the students, it is surprising to see how many times students refer to the box, as well as contribute to it.

V. Williams

*"Eureka! I've got it! We'll bus in some more taxpayers!"*

PHI DELTA KAPPAN

## 103. EXPECT THE BEST



Most people seem to perform better with encouragement than with condemnation. It has been my experience that with statements like the following youngsters tend to replace hostility with a concern for their peers:

1. "It was very kind of you to... (Whatever kind thing he or she was doing, no matter how unimportant)."
2. "That was an intelligent thing to do." (For the slightest intelligent act.)

If a youngster misbehaves:

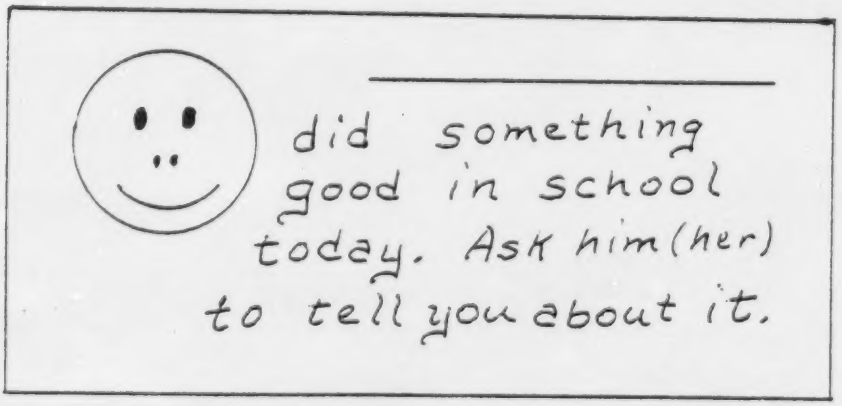
3. "You are too intelligent for that, aren't you?"
4. "That was an accident, wasn't it; you are too kind to do anything like that, aren't you?"

- Martha Marie Williams

## 104. KINDERGARTEN COMMUNIQUE

One way to praise a child and to improve self image is to pin a note (see below) on him or her when they have done something special. It is a beautiful way to involve parents, and it opens up communication between parent and child concerning school. A short note on the back may be used if you think the child cannot recall the message when he gets home. This also makes for very good parent-teacher relationships.

- Mary Smith



## 105. LITERARY NEWS STORY

Combining the study of the newspaper with the study of literature can lead to an interesting exercise for students in an English class. After reading a literary selection, the class may be asked to write the story in short, concise form as though it were to appear as a newspaper article, including headline. An example from Julius Caesar:

CASEAR BRUTALLY SLAIN - March 15, 44 B.C. Rome—Early today inside the Capitol, Julius Caesar was brutally stabbed to death by a group of conspirators, led by Marcus Brutus, whom he had believed to be his dear friend. Shortly after entering the Capitol, Caesar was stabbed first by Casca, with the others joining in. Names of the suspected conspirators in addition to Casca include Marcus Brutus, Cassius, Trebonius, Ligarius, Decius, Metellus Cimber, and Cinna. Caesar's last words as Brutus stabbed him were "Et, tu, Brute! Then fall, Caesar." It is reported by an eyewitness that Caesar had earlier been warned of some misfortune on this day by a blind soothsayer.

- Virginia McLaughlin

## 106. GREAT!

While at school, teachers usually pass each other in the halls, and a common greeting is "How are you?" Most people really don't care, but in the event they are listening and care - I just say "Great." A sunny disposition of someone else has helped many a person through hard days.

- Morrell Yates

> The purpose of education is not to make men carpenters, but to make carpenters men.
>
> - W. Dubois

## 107. CRITICAL READING BOOKLETS

Purpose: To develop critical reading skills. It is an effective independent study activity.

Materials Needed:

old basal readers
scissors
stapler
construction paper
felt-tipped pen

Making the Booklets: Break the binding of the basal readers and tear out stories suitable for your students. Trim the edges and staple in a booklet fashion, using the construction paper as a cover. On the inside of the back cover write out questions that will reinforce the skill you want to emphasize. You must formulate your own questions to correlate with the story. Your questions might deal with one of the following skills: inference, characterization, making judgments, mood of story, facts from opinion, figurative language, skimming.

Student Directions: These might be printed on the outside cover.

1. Take one of the independent study booklets and read it carefully.
2. Answer the questions on the back cover on a separate sheet of paper.

- Patricia M. Pryor

## 108. EAR POLLUTION

To make my class aware of excessive levels of noise they make when entering the room in the mornings, I made a tape recording of this activity. When I played it for them they were shocked to hear themselves and tended to keep the volume down after that.



- Wilma McCloud

## 109. A STEP AT A TIME

At times I find myself walking with a single child or a small group of 2-5 students. Whenever we climb steps I pick a number and we count by that number as we go up each step. For example, if I call "four," we count 4, 8, 12, 16, 20, etc. as we go up each step. I know it's a success when the kids start calling a number for each other without me being with them.

- Donna Hendricks

## 110. GOALS

As a teacher of 5th and 6th graders, I like to set the mood for the year on the first day of school each fall. I explain that I can neither be other teachers they have liked, nor can I change their experiences with past teachers. However, I do want to know what they want and expect during our year together.

I give each of them a sheet of paper and ask them to make three columns. The first column is entitled: "What I want or expect from the teacher;" the second, "What I want for myself;" and the third, "What I want and expect from the group." I learn a great deal about individual students and the group as a whole from this exercise. Although some of the expectations are impossible, many are appropriate and practical. I tabulate the results on three charts and post them in the room. We discuss them and mutually agree upon some priorities to begin implementing. A week later we discuss the progress we are making and in some cases modify the list. This procedure occurs several times during the first few weeks. The kids are usually enthusiastic and positive about the project.

- Jennice L. Angeletti

Work is love made visible.
-Kahlin Gibran

## 111. CHOOSING TEAMS

Never continue choosing until the last student is chosen. Stop after the best have been chosen, and the teacher can then arbitrarily divide the remaining students. The not-so-gifted students will love you for your thoughtfulness.

- Glenn C. Rowe

## 112. MAP TALK

In my second grade room, I place a hand-drawn map of the streets in our school zone. (This map is about 18 by 24 inches.) We view it and locate the streets on which children in our room live. Then we try to locate about where on the street each child lives. Everyone draws his house, or a house he would like, and we place these beside the map and connect the locations with a piece of yarn. We talk about the best route to use to go to and from school. Directions and symbols become more meaningful in this real, needful context. Children can follow with a finger the route home or elsewhere within the area.

- Eleanor Hitt

## 113. CARBON COPY

I teach homebound children and work with each child two times a week. At first there were endless complaints and excuses of forgetting assignments--"Can't remember," "You didn't tell me," etc.

Now I give each student a shorthand practice pad the first day. I use a half sheet of carbon paper and write all assignments in duplicate. The extra copy is mine. The practice pad remains at the student's home.

- Marian Buchanan

> You can not gauge the intelligence of an American by talking with him; you must work with him.
>
> - Eric Hoffer

## 114. BEHAVIOR MODIFICATION

--Go over your particular class rules with the children at the beginning of the year.

--On a certain Monday distribute a sheet of paper to the children and explain that it will be torn each time a rule is broken. If the paper is completely torn, certain measures will be taken (confer with Mom and Dad to decide measures). If paper is not torn at all, the child is rewarded at the end of the day. Repeat each day through Friday.

--If you decide to start this technique in October, you could tear paper pumpkins, or in February paper hearts.

--On Monday of the second week, explain to the children that they will have to keep their sheets of paper the entire week and will be rewarded Friday for a whole sheet.

--Eventually, you can work up to rewarding good behavior at the end of the month. Pass a Manila card to each child to keep the entire month. Our class calls them Master Charge Cards. Be sure to involve Mom and Dad in monthly rewards.

- Betty Joyce Morris

## 115. SELF DISCIPLINE

Whenever I'm helping one third grade group with reading or math, the other groups that are working independently have a tendency to get quite loud at times. When this happens, the group or groups that are being disturbed will all stand at the same time and say in unison: "Please be quiet." This seems to embarrass those who are talking too loudly, and they get quiet.

- Maggie Whitfield

Many a woman would rather be looked around at than up to.

## 116. TICKET TRICK

I learned from a fellow worker, a trick that lends itself to getting children in physical education settled down and ready for group activity. Have small tickets (slips of paper) ready to hand to children who get ready first. The other children catch on real fast as the tickets can be cashed in for various rewards. As an example, children who have received tickets may turn them in on gymnastics and tumbling days for an extra turn at the end of the period.

- Annabelle Walker

## 117. ILLUSTRATED MUSIC

Music is an integral part of all subjects. I often use visual effects to help give the students a deeper understanding of vocabulary, comprehension, art appreciation, and self pride.

I begin with a song that does have a lot of meaning such as the one on Brotherhood. After discussing the song and necessary skills, we learn the selection. Then, working with the art teacher and/or IMC teacher, they have students draw and then paint pictures illustrating particular phrases. This consists of from 15 to 20 different phrases for each song. These paintings are then photographed and developed into slides. The final product is a slide presentation as an accompaniment to a chorus which is an enrichment for everyone.

- Darla Wilson

Editor's Note: Try illustrating "America the Beautiful."

> Any kid who has two parents who are interested in him and has a housefull of books ins't poor.
>
> Sam Levenson

## 118. COAL GARDEN

This is a fun activity that I enjoy doing with my class. The children will even assist in collecting the ingredients.

Broken brick, porous rocks, sponge (cellulose), synthetic foam rubber or coal may be used to build a form in a glass bowl or plate. Wet these pieces (wring out the sponge).

Into a glass jar put 4 tablespoons of water, 4 tablespoons of laundry blueing and 4 tablespoons of ammonia. Pour over the wet rocks, coal or sponge, dampen thoroughly with this mixture. A few drops of food coloring or Mercurochrome can be splashed over the tops of the high points of the form.

Sprinkle 4 tablespoons of salt evenly over the form. Small plastic flowers or small succulents can be stuck into the arrangement to give the effect of a rock garden. Do not use metal of any kind in the rock garden.

Within a few hours "snowflakes" begin to form. In about 6 hours it starts building rapidly. The second day it will be growing rapidly, often growing even over the lip of the container.

- Karen Terhune

## 119. CLASSROOM DISCIPLINE

I have found that the most effective means to deal with students in the classroom is through fairness and attentive, careful vigilance. Following are some items upon which I have based my principles:

A. Don't threaten promises that you can't carry out.
B. Don't break the rules yourself.
C. Stick to the school rules.
D. Tell students the truth.
E. Classroom rules should be short and simple.
F. Come to class prepared; students know when you aren't.
G. Don't let them play on your sympathy.
H. Have a good sense of humor.
I. Tell students that's enough when it is.
J. Make demands upon them ahead of time.

- June Morrison

## 120. HAPPY HELPER

I find that too many teachers end up doing all the work to clean up the classroom at the end of the day. My feeling is that children can and should be aware that they should assume some of the responsibility for this. I always make a "happy helper" chart and have each classroom job delegated to a certain child for a period of a week. These are rotated weekly so that each child has a chance to do each job. They each, in turn, "watch" to see if their peer has done his/her job responsibly. I find that each child learns how to take care of things, assume responsibility and, in the process, learns self-discipline. They, as a class, seem less prone to make a "chaotic mess." I find that once a child is aware of what you expect of him, he learns to conduct himself in a more responsible manner. I have found that children actually "enjoy" being in charge of doing a task and do not find it to be too much work.

- Sally E. Slauson

## 121. LEND A BOOK

My lending library consists of books I've collected or purchased over the years. Each book has a pocket and check-out card like regular library books. Children who have done an especially good job during the day get to check out a book overnight. Children view this as a special treat, and parents have become involved in reading to their children and listening to them read.

- Kathy Adams

Opportunity will not knock for you if you don't give a rap.

People would live longer if they didn't exceed the feed limit.

## 122. MATH STARTERS

At the beginning of each math class that I teach, I put 6 to 8 math problems on the blackboard which are a review of last night's homework or yesterday's assignment in class.

While I take roll and get ready to start class, the students are working on these problems. This provides them with more practice on the new concepts just learned plus it sets the right frame of mind for the students so that when I start class the students are ready to begin learning.

I spend about 3 to 5 minutes briefly checking the problems, so that the students are allowed immediate reinforcement of how they have done. The students seem to enjoy this review plus it helps them know just how well they have learned a new concept.

- Gerald (Jerry) McCaslin

## 123. STATE PARADE OF "FLOATS"

When studying states, or countries, assign a "float" to be made on top of a shoe box. Use crepe paper, construction paper, paper mache, salt and flour, clay, toothpicks, or any material to design a "float" that would be symbolic of a particular state. For example the state of Oklahoma--on top of the shoe box would be an oil derrick made of tooth picks, wheat, granaries, cereal boxes, etc.

Visual display of these boxes helps students remember the important products, trees, animals, mountains, etc. for each state. My students have considered this activity a highlight of the year's social studies program.

- Anonymous

> The service we render to others is really the rent we pay for our room on this earth.
>
> - Wilfred Grenfell

## 124. SPOTLIGHT

Each year I set aside one bulletin board and entitle it "Spotlight on _____ _____." Each child has the opportunity to sign up for a weekly turn in the spotlight. Each child can bring pictures, posters and other items he/she wishes to display. Participation is voluntary and they have the opportunity to explain the items they bring.

Other members of the class write positive statements concerning the person in the spotlight. This provides the child with an image as seen by classmates. It also provides a language activity (adjectives, sentence construction etc.) for the class. Each month, the children who have been in the "Spotlight" and the teacher have lunch together.

This activity has helped some children to improve theri self-concept and others to "accentuate the positive." I usually wait about a month before starting so the children will become acquainted with each other. I usually take the first turn so the children can also learn about me.

- Idamae J. Casagranda

## 125. SPELL TEAM

My eighth grade English class, with average and below ability, was having great difficulty with spelling quizzes. They would not take the words home to study and very few could pass a spelling and comprehension quiz.

I decided to try a teamwork approach, which has proven to be very successful. Each class member chooses a partner, looks up the meanings, write the words in their own sentences and drills one another for spelling. When they feel they are prepared to take the test, they come to my desk and I give them the quiz. I do not test more than four students at a time. If they receive a 90 percent or better they may go to the library. If they score less than 90 percent they must take the test again.

 - Karen Fain

## 126. BRAILLE AS EYE OPENER

It was mid-October when I was asked to take over a fourth grade class. The former teacher had been taken seriously ill and would be some time returning to the classroom.

The children were climbing the walls when I arrived. I spent much of my time persuading, urging, hoping, and sundry other tactics trying to organize this group of humanity into something resembling normal. After several weeks with little success, I decided to attempt a more drastic measure.

The next morning I came to class with a large wrapped package. After some time a student asked what was in the package. I told them it was a surprise and that they were lucky they didn't have to use the items in the package. I explained each item as I unpacked a slate and stylus, a teflon eraser, instruction books, the Brailler, and a couple of story books in Braille. I told them how Braille came into being, how it is taught to the sightless, and then I read them some stories from the Braille children's books. The silence of the kids was deafening, and the attention was fantastic. I told them how lucky they were and we spent several days learning the Braille alphabet.

I would like to say that the class took the hint and turned out to be the best class ever and that we all lived happily ever after, but I'd be stretching the truth. But the shock treatment did work and things went from ridiculous to pretty good. By the end of the year the kids were really great and it turned out to be a rewarding session.

- Hortense Doren

> The eyes shout what the lips fear to say.
>
> -Will Henry

> Everybody has to be somebody to somebody to be anybody.
>
> -Malcom S. Forbes

## 127. CHILD OF THE WEEK

I have found that many children in our mobile society lack identity, as well as a good self-concept. Each week in my first grade class we choose a child for "Child of the Week." The child chosen is given a bulletin board for photographs, and together we compose a short story of the child's life, including interests, which I print on a large chart. The child's family is invited to visit during the week, and I try to take a picture of the child by the bulletin board. When no photographs are available, I have the child lie on a large paper and draw around the outline. The child colors and cuts out the outline and puts it next to the story. The children are always as excited to take their story, special picture, and outline home, as they were to put them on display.

- Ernestine Hamel

## 128. HUMANISM

To All Teachers:

Remember that you are human;
That all students are human, and
Respecting human rights makes teaching and
learning meaningful.

- Michael Fowler

## 129. MAGIC CIRCLE

Children and their teacher sit in a circle. The circle is used for discussion, with the teacher setting the mood or asking questions, but at the same time leaving the most of the discussion to the children. A major concern is that each child is heard and others do not interrupt.

Ideas for discussion:
- Imaginary topics
- What makes you feel good?
- Problems in the classroom
- What you like about yourself

Children learn that in many ways they are the same as others and in other ways that they are different.



- Addie Long

## 130. SHOW AND TELL

At the beginning of each semester I send home a list of show and tell categories and the dates for each category. Each kindergarten child is encouraged to find something for each category, and we play various games to help identify the objects the children bring. This is the beginning step in public speaking for them as they are asked to tell three things about the objects they show. All statements are to be in a complete sentence.

Some categories we have used with success are:

1. Something to smell
2. Something to hear
3. Something to feel (texture)
4. Something small enough to fit in your hand
5. Something older than you
6. Something made of rubber
7. Something you have made
8. Something that moves
9. An item of a certain shape (round, square, triangle)
10. Something from another state or country

This activity involves the parents; and, I feel that the successful child is one who has a parent that is involved with them and their education.

- Laura F. Cummings

## 131. GROUP ENCOUNTER

The following provides an opportunity for group activity. Students are divided into approximate groups of five. Each group is given a stack of newspapers, paper clips, and rubber bands. The instructions are to use the given supplies to build a self-supporting structure in a given time period, such as fifteen to twenty minutes. It is possible that some of the groups will not experience success in meeting the goal; however, such an activity provides an opportunity for a teacher to discuss and bring out the important and necessary components to a successful group encounter.

- Elvera Eichelberger

We don't mind youth having its fling but we do object to some of the things they are throwing.

- Maurice Seitter

## 132. SPELLING HELPERS

Following are two activities which may be used to put interest and variety into a spelling lesson.

Charades:

A group of children are called aside and given a word to be acted out. Each child is then given a letter to represent. By bending their arms, legs and bodies, the group is to form the letters of the word. The rest of the class is to identify the word portrayed.

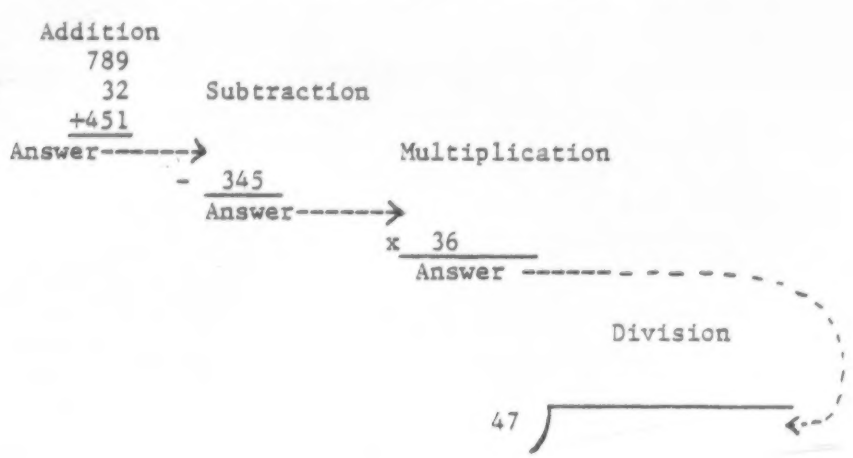
Macaroni Spell:

The class is divided into small groups of three or four students. They are given a tray of alphabet macaroni and a sheet of dark paper. The teacher pronounces a word, and the first group to finish the correct spelling gets a point.

- Joy Galios

## 133. MATH CHECK

The following math problem is a model which may be given to a student. The difficulty of the problem may be adjusted to the abilities of the student, by using smaller or larger numbers. When the teacher knows the answer to the division section he may check it first. If it is incorrect send the student back to prove answers for each step.






-- Robert L. Cross

## 134. APHORISMS

As I counsel advisees, there are times when I must let the student wait while I evaluate his transcripts. Within easy view of the student is a bulletin board where two dozen or more aphorisms (brief terse sayings) are posted to catch the eye. These bits of wisdom are there to entertain, inspire, or by chance educate the students while they wait. I note that the students often copy down some quips for their own use.

Examples are:

LEARN FROM THE MISTAKES OF OTHERS--YOU WILL NOT LIVE LONG ENOUGH TO MAKE ALL OF THEM YOURSELF.

CHEER UP! EVEN THE DARK AGES ONLY LASTED 500 YEARS.

THINGS ARE TO BE USED. PEOPLE ARE TO BE LOVED. TOO OFTEN WE LOVE THINGS AND USE PEOPLE.

JESUS WORKED AND STUDIED UNTIL HE WAS THIRTY YEARS OLD BEFORE HE CHALLENGED THE ESTABLISHMENT.

Then there is this bit of personal philosophy:

BEING A UNIVERSITY PROFESSOR ISN'T ALL ROSES--
BUT IT BEATS WORKIN'.

G. D. Morrison

## TO SUM IT UP

What can now be said of a consensus from the veteran teachers who have been reporting their Proven Practices for more than a decade? Certainly the vast selection of tricks and techniques shows a need for alternatives to match the many varieties of students, teachers, communities, grade levels, and subject areas.

But then are there common denominators or basic factors which crop up with some frequency? There seem to be. In good teaching, as in any fruitful human relationship, success is repeatedly based on two little four-letter words. One of these is WORK. Good teachers invariably go

beyond the call of duty. The extra activities, planning, teaming, collecting materials, phone calls and visitations represent hours of time and work. However, the hardest working teachers seem to be the happiest; they say the reward of seeing a child improve is worth the effort.

To see a child inspired to learn
To share in his success
To feel I have contributed
To me is happiness.

Work is therapeutic. To some few it may be a "cop-out" if they have no other enjoyments. But for them, don't knock it; it beats alcohol, drugs or suicide. Work alone can become a drag or may be used for material selfish ends. For this reason a second important need is LOVE. Throughout the Proven Practices the humanistic feelings were showing through. The love of a teacher for students or others was often hidden, but it was there.

Greivel, #46 uses the Golden Rule instead of the hickory stick. Murgel, #30, used the children's natural gregariousness to have them help each other. Garretson, #78, spells it out bluntly in stating "If you don't love kids, get out of teaching."

The art of WORK and LOVE needs to be developed in students. These two foundation stones are the basis of holding a job, staying happily married, or maintaining a life that is worth living.